



FY 2008 Title II Formula Grant REQUEST FOR PROPOSALS

Deadline: Monday, August 11, 2008 at 12:00 noon.

The Utah Board of Juvenile Justice is pleased to announce the availability of supplemental Title II Formula Grants funded by allocations from the Office of Juvenile Justice and Delinquency Prevention.

- An estimated **\$287,000** will be competitively awarded to support three to five new and innovative programs in the priority categories that follow. These projects will be funded based on individual merit.
- Only new and innovative project applications will be accepted.

Units of local government, school districts, state agencies, Indian tribes and tribal organizations or qualified community-based organizations may apply for funding who meet one or more of the following UBJJ goals:

- 1. Projects that prevent the use of illegal drugs and alcohol by youth.**
- 2. Projects to reduce the disproportionate representation of minority youth at decision points within the juvenile justice system, from arrest through commitment to the Division of Juvenile Justice Services.**
- 3. Increase success of girls in the juvenile justice system through gender specific/female-responsive services. Priority will be given to projects providing services to minority girls.**
- 4. Expand and improve sex offender services and resources within the juvenile justice system.**

Priority will be given to projects: (1) using empirically supported curricula models (must cite source), (2) targeting Tooele County or Four Corners region youth 12 years or younger, (3) targeting ATOD prevention services for Summit County youth 14 years or younger and (4) providing ATOD prevention services in Native American communities. Applicants must identify which program area will be addressed by the proposed project and designate performance measures from that area from the provided list (see Appendix C). Projects outside the priority areas will not be considered. As funding is only for new and innovative programs, project staff will be required to participate in program evaluation throughout the funding period. These standards are detailed in the section entitled Evaluation & Study Participation.

For additional information, please contact:

Reg Garff, Juvenile Justice Specialist
Utah State Capitol Complex
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SLC, UT 84114-2330
801-538-1372 or rgarff@utah.gov

Source of Title II Formula Grant Funds

The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention provides Title II Formula Grant funding to the State of Utah based on the formula outlined in the Juvenile Justice and Delinquency Prevention Act as reauthorized in 2002.

To qualify for Formula Grant Funding, the State of Utah, through the Utah Board of Juvenile Justice, submitted a juvenile justice plan outlining the priorities for federal funding for FY 2008. As part of the plan, the Board certified that Utah is addressing the four core requirements of the Act: (1) the removal of status offenders from secure settings; (2) the removal of juveniles from adult jails and lockups; (3) the separation of juveniles from incarcerated adults; and (4) implementation of strategies to address the disproportionate contact of minority youth with the juvenile justice system.

Program Priorities

Title II funds may only be used for new and innovative programs. Funds cannot be used to support the needs of existing programs. In developing this request for proposal, the Utah Board of Juvenile Justice has identified four priorities for this year's funding competition.

Program Area 10: Disproportionate Minority Contact

Following a trend of many years, minorities were overrepresented in secure care placements. Collectively, they accounted for over 37% of all admissions to secure care, though they represent 16.5% of Utah's youth population. This is a substantial increase from the 32% in FY2002. (*Utah Division of Youth Corrections 2003 Annual Report*, p. 54).

In the 1999 University of Utah study, *Minority Overrepresentation in the Utah Juvenile Justice System*, researchers found that minority youth, after factoring in offending histories, do receive harsher dispositions than their Caucasian counterparts.

Relative Rate Index surveys indicate:

- Hispanics are more than twice as likely as Whites to be arrested.
- Asian/Pacific Islanders are almost three times as likely as Whites to be arrested.
- Minorities in Utah remain more likely than Whites to be sent to short-term secure detention.
- Minorities in Utah are about 7% more likely than Whites to have their cases petitioned in juvenile court .

In focus groups with youth and system personnel across the state of Utah, researchers also found that both youth and staff believe that racial stereotyping practiced by personnel at multiple points in the system and by school system personnel leads to more severe sentencing for minority youth. Research also pointed to the lack of adequate legal representation in court for minority youth as a potential contributing factor to harsher sentences.

The Board seeks to reduce the disproportionate representation of minority youth at decision points within the juvenile justice system, from arrest through transfer & waiver to the adult system.

- a. Reduce the disproportionate representation of minority youth in the juvenile justice system.
- b. Increase the number of rehabilitative services for non-English speaking youth with priority for refugee youth.
- c. Enhance and increase the legal representation of minority youth in the juvenile justice system. Includes, but not limited to: training for defense lawyers regarding the juvenile justice system or providing legal representation for minority youth.
- d. Provide cultural competency training for prosecution and defense attorneys, law enforcement, officers of the court, and other juvenile serving organizations

Projects must identify the decision point targeted within the juvenile justice system.

Program Area 13: Gender Specific Services

In Utah:

- Girls represented about 30% of all youths admitted to locked detention during FY 2005, just over one in every four admissions.
- 20% of youth placed in JJS community programs were girls, an increase from 15% in FY 2003 and 16% in FY 2004.
- 13% of all youth placed in secure facilities were girls, nearly double the percentage in FY 2003.

Projects in this area aim to increase success of girls in the juvenile justice system through gender specific/female-responsive services. The goal of providing effective gender-specific/female responsive services to girls involved in the juvenile justice system is to improve the rate of successful completion of diversion contrasts, conditions of probation and dispositions set by court, Juvenile Justice Services or parole supervision. Priority will be given to projects providing services to minority girls.

Program Area 30: Sex Offender Programs

Utah has seen an increase in the number of juvenile sex offenses committed by younger offenders. The system is in need of additional services for these young offenders.

The Board seeks to expand and improve sex offender services and resources within the juvenile justice system by funding projects that:

- a) Increase accessibility to already-established assessment and treatment services and resources.
- b) Increase awareness and education of staff working with youth offenders.

Program Area 32: Substance Abuse

Utah, like many parts of the country, has documented a steady decline in its juvenile crime rate. In the last seven years, Utah's juvenile arrest rate fell 36%, from 43,214 arrests in 1993 to 27,812 arrests in 2002. The percentage of youth, however, arrested for alcohol and drug-related crimes has continued to increase. In 2000, 18.1% of all juvenile arrests were alcohol and drug related. This is up from 15.7% in 1997 (*2000 Crime in Utah*, Bureau of Criminal Identification). Utah also reports:

- Approximately 29% of youth ages 12 to 20 have used alcohol illegally.
- 86,000 Utah teens, ages 11-17, have tried alcohol, 23,000 teens binge drink and 13,000 need alcohol treatment. Less than 25% will receive it.
- About 40% of those who start dinking at age 15 or younger develop alcohol dependence. That figure drops to 10% for those who start drinking at age 21 or older.

The Board is seeking applications for programs that propose to prevent the use of illegal drugs and alcohol by youth.

- a) Identify at-risk youth and provide family based treatment.
- b) Deliver substance abuse prevention grades K-6.
- c) Address problems associated with substance abuse, with an emphasis on alcohol and methamphetamine. Projects may include but are not limited to: training for parents on drug prevention strategies; and youth prevention activities.

Projects may include but are not limited to: public awareness campaigns; training for teachers and parents on drug prevention strategies; and prevention activities for youth.

Proposed projects should complement Utah's State Incentive Cooperative Agreement (SICA) program. A letter of collaboration with the local SICA Coordinator is required. Priority will be given to projects serving youth in Summit, Tooele, Four Corners or Native American communities with prevention programs in grades K-8 and intervention programs in grades 9-12.

General Submission Requirements

Qualified Applicants

Only units of local government, school districts, state agencies, Indian tribes and tribal organizations or qualified community-based organizations are eligible to apply for funding assistance.

Community-based organizations (CBOs), such as private non-profit agencies, may receive funding only under contract with a unit of government. CBOs may receive funding directly if they have been denied funding for the proposed program from a unit of local government within the past twelve months. Community-based agencies requesting direct funding must attach a Denial of Funding Letter to their application. CBO's must show that they made an attempt to receive funding from other government sources.

Prospective applicants should not view the Denial of Funding Letter as a major obstacle or exclusion to apply for Title II funding. Since most government agencies lack the resources to fund private agencies, a denial letter should be easy to obtain. If the CBO receives more than 60% of their funds from any local unit of government, a letter is not necessary. However, the applicant must indicate that they receive over 60% of their funds from a local unit of government. The CBO is required to seek only one local government source for funding. A local unit of government may be a city or county agency in the jurisdiction in which the CBO does business.

Submitting an Application

All applications for funding must be submitted utilizing the required forms and following the required format. **One original plus twelve three-hole punched, double sided copies are required.** An electronic version of the application must also be sent either via e-mail (rgarff@utah.gov) or on CD ROM. Faxed applications will not be accepted. Emailed applications alone will not be accepted.

Grant Applications are due by 12:00 noon, Monday, August 11, 2008 to:

Utah Board of Juvenile Justice
c/o Utah Commission on Criminal and Juvenile Justice
Utah State Capitol Complex
East Office Building, Suite E-330
P.O. Box 142330
SLC, UT 84114-2330

Applications submitted after the deadline may be considered **only** after all other applications received on time are considered.

The chief executive official of the sponsoring unit of local government, state agency, or qualified community-based organization must sign the application. All sections of the application pertinent to the proposed project must be completed in full.

Data Resources

You must conduct a thorough assessment of the proposed target population that identifies the specific risk or protective factors to be targeted using the list located in Appendix A. Additional information supporting a local need for the chosen risk and protective factor targets must be included using information from the risk and protective indicator tool (<http://www.juvenile.utah.gov/>) and the SMART system (<http://smart.gismapping.info/smart/UserLogin.aspx?ReturnUrl=%2fsmart%2fdefault.aspx>). You will need to register to use the SMART tool. Data from the last three years is necessary. Applications must include data to effectively support their project.

Additional supporting information should also be added when available. A list including additional sources of information is available in Appendix B. Please use one of these sources or one of your own choosing.

Model Program Resources

Projects are encouraged to use model programs that have been empirically proven to be successful. Applicants must name the source of the model program being replicated and include any back-up documentation supporting the claim that the project is a model program. A list of model program sources is available in Appendix A.

Other Requirements

Collaboration

Your project must show active collaboration with two or more youth-serving agencies in the form of a letter from the agency that specifies the level of involvement in the project. Projects that accept referrals from any agency, or that make referrals to any agency, must have letters of intent to participate and/or cooperate with the project from the affected agency or agencies. *Do not include letters of support.*

Competent Grant Management

Your agency must assure its willingness to comply with all grant requirements for administration, monitoring, reporting, evaluation, and data collection by reviewing and signing all applicable Certified Assurances and Grant Conditions. The signed assurances must be attached to and submitted with the original grant application.

Cultural Competency

Projects must show cultural competency and sensitivity when providing direct services to minorities. This may be demonstrated by staff training, written policies and/or procedures, staff member experience, written action plan or other method determined by the subgrantee.

Cultural sensitivity is defined as awareness that an individual's gender, race, ethnic/cultural background, community and societal factors significantly affect his or her quality of life. Cultural competency is defined as a systemic approach that demands the skills needed to implement programs within a culturally sensitive framework.

Evaluation Study Participation Required

Evaluation study participation is required if you are awarded grant funding. Your agency must agree to participate in a program evaluation and improvement process conducted by Utah Criminal Justice Center (UCJC) at the University of Utah. The study uses scientifically-validated assessments and survey instruments to facilitate quality program development. The following timeline details evaluation requirements:

Year One

Program and staff characteristics: Report data on the type of services provided, staff characteristics, and training during site visits from program monitors and research staff.

Participant profiles at program start: Enter demographic information on participating youth into an on-line reporting system. Administer to all your grant-funded program clients self-report surveys that are designed to measure common behavioral problems, risk and protective factors.

Program completion: Enter information on youth completing or leaving the program into on-line reporting system.

Participant progress: At the discretion of UCJC and UBJJ, either administer measures of participant progress such as session checklists or facilitate interviews with participants or observation of program delivery by evaluation staff.

Satisfaction measures: Administer satisfaction measures to youth leaving the program.

Year Two and above:

Continue evaluation tasks from year one.

Participant change in attitudes and behaviors: Administer questionnaires measuring changes in attitudes or behaviors. These surveys will be administered at when a youth is starting and ending your program. At the discretion of UCJC, custom surveys or other methods, such as participant interviews, may be implemented if the standard questionnaires will not enable a valid analysis of your program.

The parent/guardian must complete a permission slip before any survey or questionnaire can be administered. The youth is asked to complete an assent form and is free to refuse to take any surveys.

All evaluation data is analyzed by UCJC. Reports will be sent back to participating programs providing feedback about the program's impact. Grant funding may be requested to assist with evaluation staff time or survey administration costs.

Performance Measures

In an effort to validate program effectiveness to Congress, and thus ensure future grant funding, OJJDP has implemented mandatory performance measures across the country. All Title II subgrantees are required to select performance measures from OJJDP's performance measurement system and develop a data collection plan that specifies which measures will be collected and how they will be measured. (See Appendix C for relevant OJJDP Performance Measures. For a full listing of OJJDP's Performance Measures, go to: http://www.dsgonline.com/Program_Logic_Model/fg_pm.htm).

Performance measurement is a system of tracking progress in accomplishing goals, objectives and outcomes. It monitors a few vital signs related to program performance.

Within each program area, there are performance measures tables that present output and outcome performance measures. Outputs measure the products or changes for individuals, the juvenile justice system, or county that result from the program. Outcomes are benefits or changes as a result of the program. There are two types of outcomes:

1. Short-term – those that occur during the program or by the completion of the program.
2. Long-term – those that occur 6 months to 1 year after program completion.

The OJJDP performance measurement system designates some measures as mandatory, that is, they are required to be selected, and some are non-mandatory, or optional.

Subgrantees are required to report on:

1. All mandatory and two optional output measures, and
2. All mandatory and two optional outcome measures.

Subgrantees should develop a data collection plan that specifies each mandatory and optional performance measure selected, the source of data (such as the name of the specific survey to be used or arrest data), and a timetable for collecting the data. Applications should include Memorandum of Understanding or Inter-agency Agreements that show how outcome-level data will be obtained from agencies when appropriate, such as the police, schools, courts, or mental health agencies.

Developing Program Self-Sufficiency

There is no match requirement for applicants seeking Title II funding. Do not include match on the Application Cover Sheet or Budget Matrix.

To promote self-sufficiency and long-term operational integrity, future continuation-funding is based on your program performance and a step-down policy. You may not request more than your qualifying amount, as explained below.

- Government agencies applying for a second year of funding may receive no more than 75% of their funding amount received in the first year, and in their third and final year are eligible to receive no more than one half of their first year of funding. For example, if a project receives \$30,000 in its first year, the second year award may be no more than \$22,500 (75% of the first year award). In its third and final year of funding the project qualifies for step-down funding at one half of the base year amount, or \$15,000.
- Not-for-profit and tribal entities may receive up to four years of funding. The second year grant will be no more than 90% of the first year amount. In the third year, projects may be funded up to 75% of the base amount. In the fourth and final year of funding, projects may not receive more than one half of the first year of funding.

If your project is funded for a subsequent year, you will be required to show how you will maintain your program at its first year service level.

You will also be required to submit a sustainability plan outlining specific plans and actions to be taken during the funding cycle to ensure the project will continue as grant funding is reduced and eventually eliminated.

Continued yearly funding is contingent upon complying with all program evaluation requirements and implementing suggested program improvements. These standards are detailed in the section title “Evaluation Participation Required.” As per federal regulations, projects not showing significant impact after two years of funding will be eliminated.

Scoring Criterion for New Applicants

Problem Statement – (20%)

1. Clearly describes problem to be addressed.
2. Thoroughly documents the problem with data and statistics from Risk & Protective Factors Tool and SMART tool.
3. The target population is clearly defined.

Risk & Protective Factors Logic Model – (20%)

1. Targets factors that data shows are problematic
2. Uses interventions that have been shown to be effective
3. Interventions are of sufficient dose to be effective
4. Project focused on 3-6 identified factors

Performance Measures Data Collection Plan – (15%)

1. Plan shows ability to document success of the program.
2. Performance measures clearly identified and appropriate for determining success.

Project Design and Management – (25%)

1. Outlines clear and convincing plan to address the problem.
2. Cites relevant research to show efficacy of the program strategy.
3. Staff roles and qualifications are identified and appropriate for the proposed program.
4. Program collaborators and their roles are identified.
5. Timeline of activities is reasonable.

Budget Matrix and Narrative – (10%)

1. Costs are reasonable for the program as outlined.
2. Budget narrative outlines specific needs for items to be purchased.

Cultural Competency – (10%)

1. Demonstrates extensive knowledge of the barriers that clients face.
2. Barriers are appropriately addressed and removed.
3. Demonstrate how the project will ensure staff's cultural competency.
4. Demonstrates extensive knowledge of specific cultural characteristics of the target population.

2008 Title II Grant Schedule

July 3	Request for Proposals released
Aug 11, 12:00 noon	Deadline for submitting grant applications
Aug. 11	Applications distributed to Review Committees
Aug 11 – Aug. 22	Committee members review and score applications
Aug. 22	Review Committees meet to make funding recommendations
Aug. 22 – Sept. 24	Final awards determined and applicants notified
Sept. 34 – 30	Contracts finalized with awarded applicants
October 1	Effective date for new programs to begin

APPENDIX A

<i>Community Domain Risk Factors</i>	
<i>Community and Personal Transitions & Mobility</i>	Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling. Children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.
<i>Community Disorganization</i>	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
<i>Low Neighborhood Attachment</i>	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Family History of Antisocial Behavior</i>	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
<i>Family Conflict</i>	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
<i>Poor Family Discipline</i>	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors.
<i>Poor Family Supervision</i>	Parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.
<i>Family Attachment</i>	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
<i>Family Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.

<i>School Domain Risk Factors</i>	
<i>Academic Failure</i>	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.
<i>Little Commitment to School</i>	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or nonmedically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
<i>School Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.
<i>Peer-Individual Risk Factors</i>	
<i>Favorable Attitudes Toward Antisocial Behavior</i>	Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<i>Early Initiation of Problem Behavior</i>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse. The later the age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<i>Favorable Attitudes Toward Drug Use</i>	Initiation of use of any substance is preceded by values favorable to its use. During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs. However, in middle school, as more youth are exposed to others who use drugs, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use are at higher risk for subsequent drug use.
<i>Friends' Use of Drugs</i>	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Low Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Rewards for Antisocial Involvement</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence, and normlessness have all been linked with drug use.
<i>Sensation Seeking</i>	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem

	behaviors.
<i>Peer-Individual Protective Factors</i>	
<i>Religiosity</i>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<i>Social Skills</i>	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
<i>Belief in the Moral Order</i>	Young people who have a belief in what is “right” or “wrong” are less likely to use drugs.

APPENDIX B: Research & Data Sites

1. Utah Board of Juvenile Justice Risk & Protective Factor Tool: aggregates a number of data source into a single database searchable in various formats.
<http://trivergia.com/ubjj/maps/main.html>
2. Utah Commission on Criminal and Juvenile Justice Research Page: Summaries and links to various studies conducted by CCJJ or the University of Utah Criminal Justice Center.
<http://www.justice.utah.gov/Research/default.htm>
3. University of Utah Criminal Justice Center (UCJC): Summaries and links to numerous studies conducted by the UCJC.
<http://www.law.utah.edu/ucjc/studies>
4. Child Welfare League of America Juvenile Justice Division: Includes sources to many different national studies on juvenile justice and child welfare issues.
<http://www.cwla.org/programs/juvenilejustice/default.htm>
5. Justice Research and Statistics Association: Links to numerous studies conducted by JRSA.
<http://www.jrsa.org/pubs/juv-justice/index.html>
6. Office of Juvenile Justice and Delinquency Prevention: Links to basic statistics on juvenile offending, victimization of juveniles, and involvement of youth in the juvenile justice system.
<http://ojjdp.ncjrs.org/>
7. Utah Division of Juvenile Justice Services Annual Reports and publications
<http://www.hsdyc.utah.gov/annual-reports.htm>
8. Utah Department of Substance Abuse and Mental Health, Reports and Statistics (SHARP Youth Prevention Needs Assessment):
<http://www.dsamh.utah.gov/sharp.htm>
9. Utah Bureau of Criminal Investigations, Utah Crime Statistics: Links to basic crime statistics.
<http://www.bci.utah.gov/Stats/StatsHome.html>
10. Utah State Courts Publications: Provides links to various Court publications.
<http://www.utcourts.gov/resources/reports/>
11. Governor's Office on Planning and Budget, Demographic and Economic Development: Provides basic demographic information Utah.
<http://governor.utah.gov/dea/>
12. Utah Kids Count Measures of Child Wellbeing: Provides links to various reports on child wellbeing in Utah.
<http://www.utahchildren.org/publications.html>
13. Utah Afterschool Network: Provides links to research regarding after school programming.
<http://www.utahafterschool.org/ideas.php>
14. SMART System: GIS-based system, developed to support the early identification of emerging local issues and provide assistance to decision makers with both rapid response and long-term plans.
<http://smart.gismapping.info/smart/UserLogin.aspx?ReturnUrl=%2fsmart%2fdefault.aspx>

Model Programs

Model programs are evidence-based programs shown to be effective. They are intended to be replicated. Programs are often categorized into exemplary, effective, and promising, based on a set of methodological criteria and the strength of the findings. Model program information is available at the following links:

OJJDP Model Program Guide:

http://www.dsgonline.com/mpg2.5/mpg_index.htm

Blueprints for Violence Prevention

<http://www.colorado.edu/cspv/blueprints/index.html>

CASEL (Collaborative for Academic, Social, and Emotional learning)

<http://www.casel.org>

Centers for Disease Control and Prevention

<http://www.cdc.gov>

Community Guide to Helping America's Youth

<http://guide.helpingamericasyouth.gov>

Department of Education Safe, Disciplined, and Drug-free Schools

<http://www.ed.gov/about/offices/list/osdfs/index.html>

Drug Strategies, Inc.

<http://www.drugstrategies.org>

Hamilton Fish Institute on School and Community Violence at George Washington University

<http://www.hamfish.org>

Institute for Medicine

<http://www.iom.edu>

NIDA Preventing Drug Abuse

<http://www.nida.nih.gov/NIDAHome.html>

National Institute of Justice What Works Report

<http://www.ncjrs.gov/works>

Promising Practices Network

<http://www.promisingpractices.net/programs.asp>

SAMSHA Model Programs

<http://www.modelprograms.samhsa.gov>

Surgeon General's Youth Violence Report

<http://www.surgeongeneral.gov/library/youthviolence/youthviolence.htm>

Websites with information on empirically supported programs

				Program Type										Search Criteria				
Name of Website	Website	Prevention	Intervention	Delinquency	ATOD	Sex Offense	Mental Health	Academic	Violence Offense	Family	Gang	Risk & Protective	Population	Problem Behavior	Program Type			
OJJDP Model Programs	http://www.dsgonline.com/mpg2.5/mpg_index.htm	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Blueprints for Violence	http://www.colorado.edu/cspv/blueprints/index.html	X	X	X	X			X	X	X		X	X		X			
CSAP	http://casat.unr.edu/bestpractices/search.php	X		X	X			X	X	X	X	X	X					
Samhsa	http://nrepp.samhsa.gov/find.asp	X	X	X	X		X	X	X	X	X		X	X	X			
WA State Institute for Public Policy	http://www.wsipp.wa.gov/rptfiles/07-06-1201.pdf	X	X	X	X	X		X	X	X								
Helping america's youth	http://guide.helpingamericasyouth.gov/	X	X	X	X	X	X	X	X	X	X	X			X			
NIDA	http://www.nida.nih.gov/NIDAHome.html	X	X		X													
NIJ	http://www.ncjrs.gov/works	X		X				X		X								
Promising practice network	http://www.promisingpractices.net/programs.asp	X	X	X	X		X	X	X	X								
Department of Education	http://www.ed.gov/about/offices/list/osdfs/index.html	(Grants)																

APPENDIX C

PROGRAM AREA 10. DISPROPORTIONATE MINORITY CONTACT

OUTPUT PERFORMANCE MEASURES

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
1	Number of FTEs funded with FG \$	Increase organizational/ system capacity	The number of DMC Coordinators funded with FG funds, as measured through the number of Full-Time Equivalents (FTEs), working on DMC at the state or local levels during the reporting period. To calculate FTE, divide the number of staff hours used by the program by 2080.	Number of Full-Time Equivalent DMC Coordinators paid with FG \$
2	+ NUMBER OF PROGRAMS IMPLEMENTED	Increase organizational/ system capacity	This number is provided by the state agency only and should present an aggregate of all DMC-related programs implemented. The number of state programs in operation at the state and local levels during the reporting period. FG files are the preferred data source.	Number of DMC-related programs in operation during the reporting period
3	Number and percent of program staff trained	Increase organizational/ system capacity	The number and percent of program staff who are trained on DMC-related issues such as improving staff's understanding of cultural differences, cultural context, cultural diversity, cultural awareness, bias, multicultural workplaces, etc. during the reporting period. Program staff includes full and part-time employees and/or volunteers. The number is the raw number of staff who receive any formal training relevant to the program or their position as program or state-level staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the reporting period. To get the percent divide the raw number by the total number of program staff. Training records are the preferred data source.	A. Number of staff who participated in training B. Total number of program staff C. Percent (A/B)
4	Number of hours of program staff training provided	Increase organizational/ system capacity	The number of DMC-related training hours provided to program staff during the reporting period of the program. Training includes in-house and external trainings, conducted and available to staff.	Number of DMC-related hours of training provided to staff
5	Number of <u>non-program</u> personnel trained	Increase organizational/ system capacity	The number of non-program people who are trained on DMC-related issues such as improving understanding of cultural differences, cultural context, cultural diversity, cultural awareness, bias, multicultural workplaces, etc. during the reporting period. The number is the raw number of non-program people from law enforcement, courts, other related agencies, or community members who participate in training, conferences, or workshops. Although DMC program staff may also participate in such training (e.g., statewide or local DMC conferences) do not count them here. Count them under #4.	Number of non-program people who participated in training
6	Number of hours of <u>non-program</u> personnel training provided	Increase organizational/ system capacity	The number of DMC-related training hours provided to non-program people during the reporting period. Include DMC training, conferences, and workshops conducted not just for DMC program staff only but for juvenile justice system personnel at large (e.g. law enforcement, court, etc.), and other related agencies and community members.	Number of DMC-related hours of training provided to non-program personnel
7	Number of program materials developed	Increase organizational/ system capacity	The number of DMC-related materials developed during the reporting period. Include only substantive materials such as cultural competency or DMC curricula, brochures, videos about DMC, etc. Do not include program advertisements or administrative forms such as sign-in sheets or client tracking forms. Count the number of pieces developed.	Number of program materials developed during reporting period
8	+ NUMBER OF PROGRAM YOUTH SERVED	Improve program activities	An unduplicated count of the number of youth served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.	Number of program youth carried over from the previous reporting period, plus new admissions during the reporting period.

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
9	Number of service hours completed	Improve program activities	The number of hours of service completed by program youth during the reporting period. Service is any explicit activity (such as program contact, counseling sessions, course curriculum, community service, etc.) delivered by program staff or other professionals dedicated to completing the program requirements. Program records are the preferred data source.	Total number of program youth service hours
10	Average length of stay in program	Improve program efficiency	The average length of time (in days) clients remain in the program. Include data for clients who both complete program requirements prior to program exit and those that do not. Program records are the preferred data source.	A. Total number of days between intake and program exit across all clients served B. Number of cases closed C. A/B
11	Number of planning activities conducted	Improve planning and development	The number of DMC-related planning activities undertaken during the reporting period. Activities include number of Memoranda of Understanding (MOUs) developed, number of DMC Subcommittee meetings held, etc.	Number of planning activities undertaken
12	Number of assessment studies conducted	Improve planning and development	The number of DMC assessment studies undertaken during the reporting period to determine factors contributing to DMC.	Number of assessment studies undertaken
13	Number of data improvement projects implemented	Improve planning and development	The number of data improvement projects funded at the state or local levels specifically to improve the quality and completeness of DMC data.	Number of projects funded during the reporting period
14	Number of objective decision-making tools developed	Improve planning and development	Report whether any objective decision-making tools were developed, such as detention risk, risk assessment, needs assessment, mental health assessment were developed to determine the supervision needs of the youth.	Number of tools developed
15	Number of program/agency policies or procedures created, amended, or rescinded	Improve planning and development	The number of DMC-related policies or procedures created, amended or rescinded during the reporting period. Policies or procedures can be developed at the state or local levels. A policy is a plan or specific course of action that guides the general goals and directives of the program or agency. Include policies that are either relevant to the topic area of the program or policies that affect program operations.	Number of program/agency policies or procedures created, amended, or rescinded

PROGRAM AREA 10. DISPROPORTIONATE MINORITY CONTACT

OUTCOME PERFORMANCE MEASURES

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
1	+ NUMBER OF <u>STATE</u> AGENCIES REPORTING IMPROVED DATA COLLECTION SYSTEMS	Improve system effectiveness	The number of state-level agencies that show improved data collection systems as evidenced by an ability to collect data by race; collect data by race with increased accuracy and consistency; report timely data collection and submission, etc. during the reporting period. Data improvement project files are the preferred data source.	Number of improved state-level data collection systems during the reporting period	X	X
2	+ NUMBER OF <u>LOCAL</u> AGENCIES REPORTING IMPROVED DATA COLLECTION SYSTEMS	Improve system effectiveness	The number of local-level agencies that show improved data collection systems as evidenced by an ability to collect data by race; collect data by race with increased accuracy and consistency; report timely data collection and submission, etc. during the reporting period. Data improvement project files are the preferred data source.	Number of improved local-level data collection systems during the reporting period	X	X
3	Number of minority staff hired	Improve system effectiveness	The number of staff of a specific minority group hired during the reporting period.	The number of minority staff hired	X	
4	+ * NUMBER AND PERCENT OF PROGRAM YOUTH WHO OFFEND OR REOFFEND	Reduce delinquency	The number of program youth who were rearrested or seen at juvenile court for a new delinquent offense. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	A. Number of program youth with a new offense B. Number of youth in program C. Percent (A/B)	X	X
5	+ ** NUMBER AND PERCENT OF PROGRAM YOUTH EXHIBITING DESIRED CHANGE IN TARGETED BEHAVIOR	Improve prosocial behaviors	Select as many as apply from 5A-5D			
5A	Substance use	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in substance use during the reporting period. Self-report, urinalysis, or staff ratings are the most likely data sources.</p> <p>Long-term definition: Number and percent of program youth who exhibited a desired change in substance use 6 months to 12 months after exiting the program. Self-report, urinalysis, or staff ratings are the most likely data sources.</p>	<p>SHORT-TERM MEASURE:</p> <p>A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B)</p> <p>LONG-TERM MEASURE:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)</p>	X	x
5B	School attendance	Improve prosocial behaviors	Short-term definition: The number and percent of program youth who have exhibited a desired change in school attendance during the reporting period. Self-report or official records are the most likely data sources.	<p>SHORT-TERM MEASURE:</p> <p>A. Number of program youth served during the program period with the noted behavioral</p>	X	X

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
			<p>Long-term definition: Number and percent of program youth who exhibited a desired change in school attendance 6 months to 12 months after exiting the program. Self-report or official records are the most likely data sources.</p>	<p>change B. Total number of youth served during the reporting period C. Percent (A/B)</p> <p>LONG-TERM MEASURE:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)</p>		
5C	Family relationships	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in family relationships during the reporting period. Self-report or staff ratings are the most likely data sources.</p> <p>Long-term definition: Number and percent of program youth who exhibited a desired change in family relationships 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.</p>	<p>SHORT-TERM MEASURE:</p> <p>A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B)</p> <p>LONG-TERM MEASURE:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)</p>	X	X
5D	Antisocial behavior	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in antisocial behavior during the reporting period. Self-report or staff ratings are the most likely data sources.</p> <p>Long-term definition: Number and percent of program youth who exhibited a desired change in antisocial behavior 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.</p>	<p>SHORT-TERM MEASURE:</p> <p>A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B)</p> <p>LONG-TERM MEASURE:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)</p>	X	X

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
6	+ NUMBER AND PERCENT OF PROGRAM YOUTH COMPLETING PROGRAM REQUIREMENTS	Increase accountability	The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program obligations will vary by program, but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program records are the preferred data source. The total number of youth (B value) includes those youth who have exited successfully and unsuccessfully	A. Number of program youth who exited the program having completed program requirements B. Total number of youth who exited the program during the reporting period (both successfully and unsuccessfully). C. Percent (A/B)	X	
7	Number and percent of program families satisfied with program	Increase program support	The number of program families who report being satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program families satisfied with the program during the reporting period B. Total number of program families served by the program during the reporting period C. Percent (A/B)	X	
8	Number and percent of program youth satisfied with program	Increase program support	The number of program youth who report being satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program youth satisfied with the program during the reporting period B. Total number of program youth served by the program during the reporting period C. Percent (A/B)	X	
9	Number and percent of program staff with increased knowledge of program area	Increase program support	The number of program staff who gained a greater knowledge of DMC and DMC-related topics through trainings or other formal learning opportunities. Appropriate for any program whose staff received program-related training. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	A. Number of program staff trained during the reporting period who report increased knowledge B. Total number of program staff trained during the reporting period C. Percent (A/B)	X	
10	Number and percent of <u>non-program</u> personnel with increased knowledge of program area	Increase program support	The number of non-program personnel, such as representatives from law enforcement, courts, referral agencies, or community members who gained a greater knowledge of DMC and DMC-related topics through trainings or other formal learning opportunities. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	A. Number of non-program personnel trained during the reporting period who report increased knowledge B. Number of non-program personnel trained during the reporting period and returning surveys C. Percent (A/B)	X	
11	+ NUMBER OF CONTRIBUTING FACTORS DETERMINED FROM ASSESSMENT STUDIES	Reduce DMC	Assessment studies are conducted to determine the factors contributing to disproportionality at certain juvenile justice system contact points for certain racial/ethnic minority(ies). Count the number of factors in the family, the educational system, the juvenile justice system, and the socioeconomic conditions determined to have contributed to minority overrepresentation at certain juvenile justice system contact points.	Number of contributing factors determined from assessment studies.	X	
12	+ NUMBER OF CONTACT POINTS REPORTING REDUCTION IN DISPROPORTIONALITY AT THE <u>STATE</u> LEVEL	Reduce DMC	Number of contact points reporting significant disproportionality at the <i>state</i> level during the reporting period compared with the last reporting period. Contact points include arrest, referral to juvenile court, diversion, detention, petition filed, found delinquent, probation, secure confinement, and transfer/waiver to adult court.	Number of contact points (arrest, referral to juvenile court, diversion, detention, petition filed, found delinquent, probation, secure confinement, and transfer/waiver to adult court) reporting significant disproportionality at the state level during the current reporting period.		X

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
13	+ NUMBER OF CONTACT POINTS REPORTING REDUCTION IN DISPROPORTIONALITY AT THE <u>LOCAL</u> LEVEL	Reduce DMC	Number of contact points reporting significant disproportionality at the <i>local</i> level during the reporting period compared with the last reporting period. Contact points include arrest, referral to juvenile court, diversion, detention, petition filed, found delinquent, probation, secure confinement, and transfer/waiver to adult court.	Number contact points (arrest, referral to juvenile court, diversion, detention, petition filed, found delinquent, probation, secure confinement, and transfer/waiver to adult court) reporting significant disproportionality at the local level during the current reporting period.		X
14	+ NUMBER AND PERCENT OF RECOMMENDATIONS FROM ASSESSMENT STUDIES IMPLEMENTED	Reduce DMC	Assessment studies contain multiple recommendations. Count the total number of those chosen for implementation.	A. Number of recommendations chosen for implementation B. Number of recommendations made C. Percent (A/B)		X

PERFORMANCE MEASURE KEY	
Short-Term	= Occurs during or by the end of the program
Long-Term	= Occurs 6 months to 1 year after program completion
Annual Term	= Occurs once a year
BOLD	= Mandatory measure
*	= Mandatory for intervention programs only
**	= Mandatory for prevention programs only
+	= Mandatory only if applicable (if not applicable, choose a different measure)

PROGRAM AREA 13. GENDER-SPECIFIC SERVICES

OUTPUT PERFORMANCE MEASURES

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
1	Number of MOUs developed	Increase organizational capacity	The number of Memoranda of Understanding or interagency agreements developed during reporting period of the program. Include all formal partnership or coordination agreements. Program records are the preferred data source.	Number of Memoranda of Understanding developed
2	Number of program slots available	Increase organizational capacity	The number of client service slots available during the reporting period of the program. If slots were lost over the reporting period, please report a negative number. Program records are the preferred data source.	Number of client service slots available during the reporting period
3	Number of FTEs funded by FG or Title V \$	Increase organizational capacity	The number of staff funded through Title V or Formula Grants, as measured through the number of Full-Time Equivalents, working for the program during the reporting period. To calculate FTE, divide the number of staff hours used by the program by 2080.	Number of Full-Time Equivalents funded by FG or Title V \$
4	Number of program materials developed	Increase organizational capacity	The number of materials that were developed during the reporting period. Include only substantive materials such as program overviews, client workbooks, lists of local service providers. Do not include program advertisements or administrative forms such as sign-in sheets or client tracking forms. Count the number of pieces developed. Program records are the preferred data source.	Number of materials developed
5	Number and percent of program staff trained	Increase organizational capacity	The number and percent of program staff who are trained in gender-specific services during reporting period. Program staff includes full and part-time employees and/or volunteers The number is the raw number of staff to receive any formal training relevant to the program or their position as program staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the reporting period. To get the percent divide the raw number by the total number of program staff. Program records are the preferred data source.	D. Number of staff who participated in training E. Total number of program staff F. Percent (A/B)
6	Number of hours of program staff training provided	Increase organizational capacity	The number of gender-specific training hours provided to program staff during the reporting period. Training includes in-house and external trainings.	Number of hours of training provided to staff
7	Number of planning activities conducted	Improve planning and development	The number of planning activities undertaken during the reporting period. Planning activities include meetings held, needs assessments undertaken, etc.	Number of planning activities undertaken
8	Number/percent of program/agency policies or procedures, created, amended, or rescinded	Improve planning and development	The number and percent of program/agency policies or procedures created, amended, or rescinded during the reporting period. A policy is a plan or specific course of action that guides the general goals and directives of the program or agency. Include policies that are relevant to the topic area of the program or policies that affect program operations.	Number of policies or procedures, created, amended, or rescinded
9	NUMBER OF PROGRAM YOUTH SERVED	Improve program activities	An unduplicated count of the number of youth served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.	Number of program youth carried over from the previous reporting period, plus new admissions during the reporting period.
10	Number of service hours completed	Improve program activities	The number of hours of service completed by program youth during the reporting period. Service is any explicit activity (such as program contact, counseling sessions, course curriculum, community service, etc.) delivered by program staff or other professionals dedicated to completing the program requirements. Program records are the preferred data source.	Total number of program youth service hours
11	Average length of stay in program	Improve program efficiency	The average length of time (in days) that clients remain in the program. Include data for clients who both complete program	D. Total number of days between intake and program exit across

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
			requirements prior to program exit and those who do not. Program records are the preferred data source.	all program youth exiting program E. Number of cases closed F. A/B

PROGRAM AREA 13. GENDER-SPECIFIC SERVICES

OUTCOME PERFORMANCE MEASURES

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
1	* NUMBER AND PERCENT OF PROGRAM YOUTH WHO OFFEND OR REOFFEND	Reduce delinquency	The number and percent of program youth who were rearrested or seen at juvenile court for a new delinquent offense. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	D. Number of program youth with a new offense E. Number of youth in program F. Percent (A/B)	X	X
2	Number and percent of program youth charged with formal probation violations	Increase accountability	The number and percent of program youth who have been charged with a formal probation violation. Official records are the preferred data source.	A. Number of program youth charged with probation violation B. Number of youth in program C. Percent (A/B)	X	X
3	Number and percent of program youth committed to correctional facility	Increase accountability	The number and percent of program youth who have been ordered to a correctional facility. Include youth mandated to any secure residential facility including juvenile correctional and adult corrections facilities. Official records are the preferred data source.	A. Number of program youth enrolled in a correctional facility B. Number of youth in program C. Percent (A/B)	X	X
4	** NUMBER AND PERCENT OF PROGRAM YOUTH EXHIBITING DESIRED CHANGE IN TARGETED BEHAVIORS	Improve prosocial behaviors	Select as many as apply from 4A-4E			
4A	Substance use	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in substance use during the reporting period. Self-report, urinalysis, or staff ratings are the most likely data sources.</p> <p>Long-term definition: Number and percent of program youth who exhibited a desired change in substance use 6 months to 12 months after exiting the program. Self-report, urinalysis, or staff ratings are the most likely data sources.</p>	<p>Short-term measure:</p> <p>A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period D. Percent (A/B)</p> <p>Long-term measure:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)</p>	X	X
4B	Self esteem	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in self esteem during the reporting period. Self-report or staff ratings are the most likely data sources.</p>	<p>Short-term measure:</p> <p>A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B)</p>	X	

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
			<p>Long-term definition: Number and percent of program youth who exhibited a desired change in self esteem 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.</p>	<p>Long-term measure:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change</p> <p>B. Total number of youth who exited the program 6-12 months ago</p> <p>C. Percent (A/B)</p>		X
4C	Body image	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in body image during the reporting period. Self-report or staff ratings are the most likely data sources.</p> <p>Long-term definition: Number and percent of program youth who exhibited a desired change in body image 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.</p>	<p>Short-term measure:</p> <p>A. Number of program youth served during the program period with the noted behavioral change</p> <p>B. Total number of youth served during the reporting period</p> <p>C. Percent (A/B)</p> <p>Long-term measure:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change</p> <p>B. Total number of youth who exited the program 6-12 months ago</p> <p>C. Percent (A/B)</p>	X	X
4D	Family relationships	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in family relationships during the reporting period. Self-report or staff ratings are the most likely data sources.</p> <p>Long-term definition: Number and percent of program youth who exhibited a desired change in family relationships 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.</p>	<p>Short-term measure:</p> <p>A. Number of program youth served during the program period with the noted behavioral change</p> <p>B. Total number of youth served during the reporting period</p> <p>C. Percent (A/B)</p> <p>Long-term measure:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change</p> <p>B. Total number of youth who exited the program 6-12 months ago</p> <p>C. Percent (A/B)</p>	X	X
4E	Perception of social support	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in perception of social support during the reporting period. Self-report or staff ratings are the most likely data sources.</p>	<p>Short-term measure:</p> <p>A. Number of program youth served during the program period with the noted behavioral change</p> <p>B. Total number of youth served during the reporting period</p>	X	

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
			Long-term definition: Number and percent of program youth who exhibited a desired change in perception of social support 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.	C. Percent (A/B) Long-term measure: A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)		X
5	NUMBER AND PERCENT OF PROGRAM YOUTH COMPLETING PROGRAM REQUIREMENTS	Increase accountability	The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program obligations will vary by program, but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program records are the preferred data source. The total number of youth (B value) includes those youth who have exited successfully and unsuccessfully.	D. Number of program youth who exited the program having completed program requirements E. Total number of youth who exited the program during the reporting period (both successfully and unsuccessfully) F. Percent (A/B)	X	
6	Number and percent of program families satisfied with program	Increase program support	The number and percent of program families satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Example data sources: self report data, assessment forms, or focus groups.	D. Number of program families satisfied with the program during the reporting period E. Total number of program families served by the program during the reporting period F. Percent (A/B)	X	
7	Number and percent of program youth satisfied with program	Increase program support	The number and percent of program youth satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program youth who report being satisfied with the program during the reporting period B. Total number of program youth served by the program during the reporting period C. Percent (A/B)	X	
8	Number and percent of program staff with increased knowledge of the program area	Increase program support	The number and percent of staff who gained a greater knowledge of the gender specific program area through trainings or other formal learning opportunities. Appropriate for any program whose staff received program-related training. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	A. Number of staff trained during the reporting period who report increased knowledge B. Total number of staff trained during the reporting period C. Percent (A/B)	X	

TITLE V AND FORMULA GRANTS PERFORMANCE MEASURE KEY

Short-Term = Occurs during or by the end of the program
Long-Term = Occurs 6 months to 1 year after program completion
Annual Term = Occurs once a year

BOLD = Mandatory measure
* = Mandatory for intervention programs only
** = Mandatory for prevention programs only

PROGRAM AREA 22. NATIVE AMERICAN PROGRAMS

OUTPUT PERFORMANCE MEASURES

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
1	Number of MOUs developed	Increase organizational capacity	The number of Memoranda of Understanding or interagency agreements developed during reporting period of the program. Include all formal partnership or coordination agreements. Program records are the preferred data source.	Number of Memoranda of Understanding developed
2	Number of program slots available	Increase organizational capacity	The number of client service slots available during the reporting period. If slots were lost over the reporting period, please report a negative number. Program records are the preferred data source.	Number of client service slots available during the reporting period
3	Number of FTEs funded by Title V or FG \$	Increase organizational capacity	The number of staff funded through Title V or Formula Grants, as measured through the number of Full-Time Equivalents, working for the program during the reporting period. To calculate FTE, divide the number of staff hours used by the program by 2080.	Number of Full-Time Equivalents funded by Title V or FG \$
4	Number of program materials developed	Increase organizational capacity	The number of program materials that were developed during the reporting period. Include only substantive materials such as program overviews, client workbooks, lists of local service providers. Do not include program advertisements or administrative forms such as sign-in sheets or client tracking forms. Count the number of pieces developed. Program records are the preferred data source.	Number of program materials developed
5	Number and percent of program staff trained	Increase organizational capacity	The number and percent of program staff who are trained in Native American services during reporting period. Program staff includes full and part-time employees and/or volunteers. The number is the raw number of program staff to receive any formal training relevant to the program or their position as program staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the reporting period. To get the percent divide the raw number by the total number of program staff. Program records are the preferred data source.	G. Number of program staff who participated in training H. Total number of program staff I. Percent (A/B)
6	Number of hours of program staff training provided	Increase organizational capacity	The number of Native American program training hours provided to program staff during the reporting period. Training includes in-house and external trainings.	Number of hours of training provided to program staff
7	Number of planning activities conducted	Improve planning and development	The number of planning activities undertaken during the reporting period. Planning activities include meetings held, needs assessments undertaken, etc.	Number of planning activities undertaken
8	Number of program/agency policies or procedures created, amended, or rescinded	Improve planning and development	The number of program/agency policies or procedures created, amended, or rescinded during the reporting period. A policy is a plan or specific course of action that guides the general goals and directives of the program or agency. Include policies that are either relevant to the topic area of the program or policies that affect program operations.	Number of policies or procedures created, amended, or rescinded
9	NUMBER OF PROGRAM YOUTH SERVED	Improve program activities	An unduplicated count of the number of youth served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.	Number of program youth carried over from the previous reporting period, plus new admissions during the reporting period.
10	Number of service hours completed	Improve program activities	The number of hours of service completed by program youth during the reporting period. Service is any explicit activity (such as program contact, counseling sessions, course curriculum, community service, etc.) delivered by program staff or other professionals dedicated to completing the program requirements. Program records are the preferred data source.	Total number of program youth service hours
11	Average length of stay in program	Improve program efficiency	The average length of time (in days) that clients remain in the Native American program. Include data for clients who both complete	G. Total number of days between intake and program exit across

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
			program requirements prior to program exit and those who do not. Program records are the preferred data source.	all program youth exiting program H. Number of cases closed I. A/B

PROGRAM AREA 22. NATIVE AMERICAN PROGRAMS

OUTCOME PERFORMANCE MEASURES

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
1	* NUMBER AND PERCENT OF PROGRAM YOUTH WHO OFFEND OR REOFFEND	Reduce delinquency	The number and percent of program youth who were rearrested or seen at juvenile court for a new delinquent offense. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	G. Number of program youth with a new offense H. Number of youth in program I. Percent (A/B)	X	X
2	Number and percent of program youth committed to correctional facility	Increase accountability	The number and percent of program youth who have been ordered to a correctional facility. Include youth mandated to any secure residential facility including juvenile correctional and adult corrections facilities. Official records are the preferred data source.	D. Number of youth enrolled in a correctional facility E. Number of youth in program F. Percent (A/B)	X	X
3	** NUMBER AND PERCENT OF PROGRAM YOUTH EXHIBITING DESIRED CHANGE IN TARGETED BEHAVIORS	Improve prosocial behaviors	Select as many as apply from 3A-3D			
3A	Substance use	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in substance use during the reporting period. Self-report, urinalysis, or staff ratings are the most likely data sources.</p> <p>Long-term definition: Number and percent of program youth who exhibited a desired change in substance use 6 months to 12 months after exiting the program. Self-report, urinalysis, or staff ratings are the most likely data sources.</p>	<p>Short-term measure:</p> <p>A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period E. Percent (A/B)</p> <p>Long-term measure:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)</p>	X	X
3B	Antisocial behavior	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in antisocial behavior during the reporting period. Self-report or staff ratings are the most likely data sources.</p>	<p>Short-term measure:</p> <p>A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B)</p>	X	X

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
			Long-term definition: Number and percent of program youth who exhibited a desired change in antisocial behavior 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.	Long-term measure: A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)		
3C	Family relationships	Improve prosocial behaviors	Short-term definition: The number and percent of program youth who have exhibited a desired change in family relationships during the reporting period. Self-report or staff ratings are the most likely data sources. Long-term definition: Number and percent of program youth who exhibited a desired change in family relationships 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.	Short-term measure: A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B) Long-term measure: A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)	X	X
3D	Social competencies	Improve prosocial behaviors	Short-term definition: The number and percent of program youth who have exhibited a desired change in social competencies during the reporting period. Self-report or staff ratings are the most likely data sources. Long-term definition: Number and percent of program youth who exhibited a desired change in social competencies 6 months to 12 months after exiting the program. Self-report or staff ratings are the most likely data sources.	Short-term measure: A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B) Long-term measure: A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)	X	X
4	NUMBER AND PERCENT OF PROGRAM YOUTH COMPLETING PROGRAM REQUIREMENTS	Increase accountability	The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program obligations will vary by program, but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program	G. Number of program youth who exited the program having completed program requirements H. Total number of youth who exited the program during	X	

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
			records are the preferred data source. The total number of youth (B value) includes those youth who have exited successfully and unsuccessfully.	the reporting period (both successfully and unsuccessfully) I. Percent (A/B)		
5	Number and percent of program families satisfied with program	Increase program support	The number and percent of program families satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Example data sources: self report data, assessment forms, or focus groups.	G. Number of program families satisfied with the program during the reporting period H. Total number of program families served by the program during the reporting period I. Percent (A/B)	X	
6	Number and percent of program youth satisfied with program	Increase program support	The number and percent of program youth who report being satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	D. Number of program youth satisfied with the program during the reporting period E. Total number of program youth served by the program during the reporting period F. Percent (A/B)	X	
7	Number and percent of program staff with increased knowledge of program area	Increase program support	The number and percent of program staff who gained a greater knowledge of the Native American program area through trainings or other formal learning opportunities. Appropriate for any program whose staff received program-related training. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	D. Number of program staff trained during the reporting period who report increased knowledge E. Total number of program staff trained during the reporting period F. Percent (A/B)	X	

TITLE V AND FORMULA GRANTS PERFORMANCE MEASURE KEY

Short -Term = Occurs during or by the end of the program
Long-Term = Occurs 6 months to 1 year after program completion
Annual Term = Occurs once a year

BOLD = Mandatory measure
* = Mandatory for intervention programs only
** = Mandatory for prevention programs only

PROGRAM AREA 30. SEX OFFENDER PROGRAMS

OUTPUT PERFORMANCE MEASURES

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
1	Number of MOUs developed	Increase organizational capacity	The number of Memoranda of Understanding or interagency agreements developed during reporting period of the program. Include all formal partnership or coordination agreements. Program records are the preferred data source.	Number of Memoranda of Understanding developed
2	Number of program slots available	Increase organizational capacity	The number of client service slots available during the reporting period of the program. If slots were lost over the reporting period, please report a negative number. Program records are the preferred data source.	Number of client service slots available during the reporting period
3	Number of FTEs funded with FG funds \$	Increase organizational capacity	The number of staff funded by Formula Grants, as measured through the number of Full-Time Equivalents, working for the program during the reporting period. To calculate FTE, divide the number of staff hours used by the program and divide by 2080.	Number of Full-Time Equivalents
4	Number of program materials developed	Increase organizational capacity	The number of materials that were developed during the reporting period. Include only substantive materials such as program overviews, client workbooks, lists of local service providers. Do not include program advertisements or administrative forms such as sign-in sheets or client tracking forms. Count the number of pieces developed. Program records are the preferred data source.	Number of materials developed
5	Number and percent of program staff trained	Increase organizational capacity	The number and percent of program staff who are trained in sex offender treatment during reporting period. Program staff includes full and part-time employees and/or volunteers. The number is the raw number of staff to receive any formal training relevant to the program or their position as program staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the reporting period. To get the percent divide the raw number by the total number of program staff. Program records are the preferred data source.	J. Number of staff who participated in training K. Total number of program staff L. Percent (A/B)
6	Number of hours of program staff training provided	Increase organizational capacity	The number of sex offender treatment training hours provided to program staff during the reporting period. Training includes in-house and external trainings.	Number of training hours provided to staff
7	Number of planning activities conducted	Improve planning and development	The number of planning activities undertaken during the reporting period. Planning activities include meetings held, needs assessments undertaken, etc.	Number of planning activities undertaken
8	Number of program/agency policies or procedures created, amended, or rescinded	Improve planning and development	The number of program/agency policies or procedures created, amended, or rescinded during the reporting period. A policy is a plan or specific course of action that guides the general goals and directives of the program or agency. Include policies that are relevant to the topic area of the program or policies that affect program operations.	Number of program/agency policies or procedures created, amended, or rescinded
9	NUMBER OF PROGRAM YOUTH SERVED	Improve program activities	An unduplicated count of the number of youth served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.	Number of program youth carried over from the previous reporting period, plus new admissions during the reporting period.
10	Number of service hours completed	Improve program activities	The number of hours of service completed by program youth during the reporting period. Service is any explicit activity (such as program contact, counseling sessions, course curriculum, community service, etc.) delivered by program staff or other professionals dedicated to completing the program requirements. Program records are the preferred data source.	Total number of program youth service hours
11	Average length of stay in program	Improve program efficiency	The average length of time, in days, that youth remain in the sex offender program. Include data for clients who both complete program	J. Total number of days between intake and program exit across

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
			requirements prior to program exit and those who do not. Program records are the preferred data source.	all program youth exiting program K. Number of cases closed L. A/B

PROGRAM AREA 30. SEX OFFENDER**OUTCOME PERFORMANCE MEASURES**

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
1	Number and percent of program youth with a new sex offense	Reduce delinquency	The number and percent of program youth who were rearrested or seen at juvenile court for a new delinquent offense. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	J. Number of program youth with a new sex offense K. Number of youth in program L. Percent (A/B)	X	X
2	NUMBER AND PERCENT OF PROGRAM YOUTH WHO OFFEND OR REOFFEND	Reduce delinquency	The number and percent of program youth who were rearrested or seen at juvenile court for a new delinquent offense. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	A. Number of program youth with a new offense B. Number of youth in program C. Percent (A/B)	X	X
3	Number and percent of program youth charged with formal probation violations	Increase accountability	The number and percent of program youth who have been charged with a formal probation violation. Official records are the preferred data source.	G. Number of program youth charged with probation violation H. Number of youth in program I. Percent (A/B)	X	X
4	Number and percent of program youth committed to correctional facility	Increase accountability	The number and percent of program youth who have been ordered to a correctional facility. Include youth mandated to any secure residential facility including juvenile correctional and adult corrections facilities. Official records are the preferred data source.	A. Number of youth enrolled in a correctional facility B. Number of youth in program C. Percent (A/B)	X	X
5	NUMBER AND PERCENT OF PROGRAM YOUTH EXHIBITING DESIRED CHANGE IN TARGETED BEHAVIORS	Improve prosocial behaviors	Select as many as apply from 5A-5D		X	
5A	Anxiety	Improve prosocial behaviors	The number and percent of program youth who have exhibited a decrease in anxiety during the reporting period. Self-report or staff rating are most likely data sources.	A. Number of program youth served during the reporting period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B)	X	
5B	Depression	Improve prosocial behaviors	The number and percent of program youth who have exhibited a decrease in depression during the reporting period. Self-report or staff rating are most likely data sources.	A. Number of program youth served during the reporting period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B)	X	
5C	Self-esteem	Improve prosocial behaviors	The number and percent of program youth who have exhibited an increase in self-esteem during the reporting period. Self-report or staff rating are most likely data sources.	A. Number of program youth served during the reporting period with the noted behavioral change B. Total number of youth served during the reporting period C. Percent (A/B)	X	
5D	Coping skills	Improve prosocial behaviors	The number and percent of program youth who have exhibited an increase coping skills during the reporting period. Self-report or staff rating are most likely data sources.	A. Number of program youth served during the reporting period with the noted behavioral change	X	

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
				B. Total number of youth served during the reporting period C. Percent (A/B)		
6	NUMBER AND PERCENT OF PROGRAM YOUTH COMPLETING PROGRAM REQUIREMENTS	Increase accountability	The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program obligations will vary by program, but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program records are the preferred data source. The total number of youth (B value) includes those youth who have exited successfully and unsuccessfully.	J. Number of program youth who exited the program having completed program requirements K. Total number of youth who exited the program during the reporting period (both successfully and unsuccessfully) L. Percent (A/B)	X	
7	Number and percent of program families satisfied with program	Increase program support	The number and percent of program families who report being satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Example data sources: self report data, assessment forms, or focus groups.	J. Number of program families satisfied with the program during the reporting period K. Total number of program families served by the program during the reporting period L. Percent (A/B)	X	
8	Number and percent of program youth satisfied with program	Increase program support	The number and percent of program youth who report being satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	G. Number of program youth who report being satisfied with the program during the reporting period H. Total number of program youth served by the program during the reporting period I. Percent (A/B)	X	
9	Number and percent of program staff with increased knowledge of program area	Increase program support	The number and percent of staff who gained a greater knowledge of the sex offender program area through trainings or other formal learning opportunities. Appropriate for any program whose staff received program-related training. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	G. Number of staff trained during the reporting period who report increased knowledge H. Total number of staff trained during the reporting period I. Percent (A/B)	X	

FORMULA GRANTS PERFORMANCE MEASURE KEY

Short-Term = Occurs during or by the end of the program
Long-Term = Occurs 6 months to 1 year after program completion
Annual Term = Occurs once a year

BOLD = Mandatory measure
* = Mandatory for intervention programs only
** = Mandatory for prevention programs only

PROGRAM AREA 32. SUBSTANCE ABUSE**OUTPUT PERFORMANCE MEASURES**

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
1	Number of MOUs developed	Increase organizational capacity	The number of Memoranda of Understanding or interagency agreements developed during reporting period of the program. Include all formal partnership or coordination agreements. Program records are the preferred data source.	Number of Memoranda of Understanding developed
2	Number of program slots available	Increase organizational capacity	The number of client service slots available during the reporting period of the program. If slots were lost over the reporting period, please report a negative number. Program records are the preferred data source.	Number of client service slots added during the reporting period
3	Number of FTEs funded by TV or FG	Increase organizational capacity	The number of staff funded through Title V or Formula Grants, as measured through the number of Full-Time Equivalents, working for the program during the reporting period. To calculate FTE, divide the number of staff hours used by the program and divide by 2080.	Number of Full-Time Equivalents
4	Number of program materials developed	Increase organizational capacity	The number of materials that were developed during the reporting period. Include only substantive materials such as program overviews, client workbooks, lists of local service providers. Do not include program advertisements or administrative forms such as sign-in sheets or client tracking forms. Count the number of pieces developed. Program records are the preferred data source.	Number of materials developed
5	Number and percent of program staff trained	Increase organizational capacity	The number and percent of program staff who are trained in substance abuse services during reporting period. Program staff includes full and part-time employees and/or volunteers. The number is the raw number of staff to receive any formal training relevant to the program or their position as program staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the reporting period. To get the percent divide the raw number by the total number of program staff. Program records are the preferred data source.	M. Number of staff who participated in training N. Total number of program staff O. Percent (A/B)
6	Number of hours of program staff training provided	Increase organizational capacity	The number of substance abuse program training hours provided to program staff during the reporting period of the program. Training includes in-house and external trainings, conducted and available to staff.	Number of hours of training provided to staff
7	Number of planning activities conducted	Improve planning and development	The number of planning activities undertaken during the reporting period. Planning activities include meetings held, needs assessments undertaken, etc.	Number of planning activities undertaken
8	Number of program/agency policies or procedures created, amended, or rescinded	Improve planning and development	The number of program/agency policies or procedures created, amended, or rescinded during the reporting period. A policy is a plan or specific course of action that guides the general goals and directives of the program or agency. Include policies that are either relevant to the topic area of the program or policies that affect program operations.	Number of program/agency policies or procedures amended, created, or rescinded
9	NUMBER OF PROGRAM YOUTH SERVED	Improve program activities	An unduplicated count of the number of youth served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.	Number of program youth carried over from the previous reporting period, plus new admissions during the reporting period.
10	Number of service hours completed	Improve program activities	The number of hours of service completed by program youth during the reporting period. Service is any explicit activity (such as program contact, counseling sessions, course curriculum, community service, etc.) delivered by program staff or other professionals dedicated to completing the program requirements. Program records are the preferred data source.	Total number of program youth service hours
11	Number and	Improve program	The number and percent of youth screened at the intake procedure	A. Number of youth who are

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
	percent of youth screened	activities	during the reporting period. Include all youth who met the program's minimum criteria for participation. Program records are the preferred data source.	screened B. Number of youth in program C. Percent (A/B)
12	Number and percent of youth assessed	Improve program activities	The number and percent of youth who are assessed for the substance abuse. Program case files are the preferred data source.	A. Number of youth that are assessed B. Number of youth in program C. Percent (A/B)
13	Number and percent of youth referred	Improve program activities	The number and percent of youth who are referred to substance abuse services. Program case files are the preferred data source.	A. Number of youth referred to SA services B. Number of youth served C. Percent (A/B)
14	Average length of stay in program	Improve program efficiency	The average length of time (in days) that clients remain in the program. Include data for clients who both complete program requirements prior to program exit and those who do not. Program records are the preferred data source.	M. Total number of days between intake and program exit across all clients served N. Number of cases closed O. A/B

PROGRAM AREA 32. SUBSTANCE ABUSE

OUTCOME PERFORMANCE MEASURES

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
1	* NUMBER AND PERCENT OF PROGRAM YOUTH WHO OFFEND OR REOFFEND	Reduce delinquency	The number and percent of program youth who were rearrested or seen at juvenile court for a new delinquent offense. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	M. Number of program youth with a new offense N. Number of youth in program O. Percent (A/B)	X	X
2	Number and percent of program youth charged with formal probation or parole violations	Increase accountability	The number of program youth who have been charged with a formal probation or parole violation. Official records are the preferred data source.	J. Number of program youth charged with probation or parole violation K. Number of youth in program L. Percent (A/B)	X	X
3	* NUMBER AND PERCENT OF PROGRAM YOUTH EXHIBITING DESIRED CHANGE IN SUBSTANCE USE	Improve prosocial behaviors	<p>Short-term definition: The number and percent of program youth who have exhibited a desired change in substance use during the reporting period. Self-report, urinalysis, or staff ratings are the most likely data sources.</p> <p>Long-term definition: Number and percent of program youth who exhibited a desired change in substance use 6 months to 12 months after exiting the program. Self-report, urinalysis, or staff ratings are the most likely data sources.</p>	<p>Short-term measure:</p> <p>A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period F. Percent (A/B)</p> <p>Long-term measure:</p> <p>A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. Total number of youth who exited the program 6-12 months ago C. Percent (A/B)</p>	X	X
4	NUMBER AND PERCENT OF PROGRAM YOUTH COMPLETING PROGRAM REQUIREMENTS	Increase accountability	The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program obligations will vary by program, but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program records are the preferred data source. The total number of youth (B value) includes those youth who have exited successfully and unsuccessfully.	M. Number of program youth who exited the program having completed program requirements N. Total number of youth who exited the program during the reporting period (both successfully and unsuccessfully) O. Percent (A/B)	X	
5	Number and percent of youth complying with their aftercare plan	Increase accountability	Number and percent of youth who comply with their designed aftercare plan once youth exit program. Program records are the preferred data source.	A. Number of youth complying with aftercare plan B. Number of youth with a aftercare plan C. Percent (A/B)		X
6	Number and percent of program families satisfied with program	Increase program support	The number of program families satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Example data sources: self report data, assessment forms, or focus groups.	M. Number of program families satisfied with the program during the reporting period N. Total number of program families served by the program during the reporting period O. Percent (A/B)	X	
7	Number and percent of program youth satisfied with	Increase program support	The number of program youth who report being satisfied with the program in areas such as staff relations and expertise, general program	J. Number of program youth who report being satisfied with the program during the	X	

#	OUTCOME MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT	REPORTING TERM	
					SHORT	LONG
	program		operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	reporting period K. Total number of program youth served by the program during the reporting period L. Percent (A/B)		
8	Number and percent of program staff with increased knowledge of program area	Increase program support	The number and percent of staff who gained a greater knowledge of the aftercare program area through trainings or other formal learning opportunities. Appropriate for any program whose staff received program-related training. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	J. Number of program staff trained during the reporting period reporting increased knowledge K. Total number of program staff trained during the reporting period L. Percent (A/B)	X	

TITLE V AND FORMULA GRANTS PERFORMANCE MEASURE KEY

Short-Term = Occurs during or by the end of the program
Long-Term = Occurs 6 months to 1 year after program completion
Annual Term = Occurs once a year

BOLD = Mandatory measure
***** = Mandatory for intervention programs only
****** = Mandatory for prevention programs only